

# ESOL Skills for Life Speaking & Listening Award Examiner plan – Entry 1

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## Introduction

This examiner plan has been created to help ESOL teachers understand the structure of the ESOL Skills for Life Speaking and Listening examination more clearly so they can prepare candidates more effectively. When delivering Speaking and Listening examinations, our process is for Trinity College London Skills for Life examiners to prepare test plans using guidance documents and speaking prompts developed by the Technical Content team. This document simulates this process using a combination of publicly available materials and bespoke materials designed for this purpose.

When reading this document, please also refer to *the Trinity Awards and Certificates in ESOL Skills for Life – Entry 1 specifications* document for detailed information about test procedure, assessment, Speaking and Listening criteria amplification, and generic performance descriptors (pp8-15). Please also refer to the Appendices 1 and 2 of the same document for information about key language items and communicative functions and notions taken from the *Adult ESOL Core Curriculum* (pp21-22). Please refer to Appendix 3 to view the 'Entry 1 Exam Report Form' completed by Trinity College London Skills for Life examiners (p23).

## Introductory rubric for all levels

### Face-to-face version

Examiner: Hello, my name is X. What's your name?

Candidate: Hello, I'm Y.

Examiner: That's Y, Entry 1?

*(Repeat candidate's full name, ie first name and surname plus their exam level.)*

Candidate: Yes.

Examiner: Nice to meet you Y.

### Online version

Examiner: Hello, my name is X. What's your name?

Candidate: Hello, I'm Y.

Examiner: Can you hear me, Y? *(Only if you think there are any issues.)*

Candidate: Yes/No

*(If the answer is No, please ensure the issues are resolved before continuing the exam.)*

Examiner: That's Y, Entry 1?

*(Repeat candidate's full name, ie first name and surname plus their exam level.)*

Candidate: Yes.

Examiner: Nice to meet you Y.

# Component 1

## Task 1 – Candidate's photo (up to 3 minutes)

### Introductory rubric face-to-face

There are two tasks in this part of the exam. The first task is about your picture.

Please tell me your picture number.

Is this your picture?

Now, please tell me about... (*that/insert the theme*).

### Introductory rubric online

There are two tasks in this part of the exam. The first task is about your picture.

Please tell me your picture number.

Is this your picture?

(*Open the appropriate photo and then share your screen*).

Now, please tell me about... (*that/insert the theme*).

### Sample Photo



**Examiner notes**

- ▶ Ask simple straightforward questions about the theme of the picture in the present tense.

## Open questions

- ▶ Who...?
- ▶ What...?
- ▶ Where...?
- ▶ How much...?
- ▶ How many...?

## Yes/no questions

- ▶ Do you...? / Does he/she...?
- ▶ Can you...? / Can he/she...?
- ▶ Is it...?
- ▶ Have you got...? / Has s/he got?

**Sample questions**

- ▶ Do you/does s/she work/study? / What do you/does s/he do/study?
- ▶ Where do you/does s/he live/come from? / Do you/does s/he live in.../here?
- ▶ Is it near here?
- ▶ What do you/does s/he like about (work/school/X place)?
- ▶ What do you/does s/he like? / What don't you/doesn't s/he like?
- ▶ Have you/s/he got (a house/flat/brothers/sisters/family)?
- ▶ How many (rooms/brothers/sisters) have you/ has s/he got?
- ▶ Can you/s/he (speak English/play sports/cook/drive...)?
- ▶ What (languages/sports/things) can s/he...?
- ▶ Can you describe...?/Tell me about...
- ▶ Is he/she/it... (tall/big/near/far/nice/cheap/expensive)?

**Closing rubric**

Thank you.

# Component 1

## Task 2 – Examiner's photo (up to 2 minutes)

### Introductory rubric face-to-face

This is my photo/photograph.

*(Check that the candidate can see the examiner photo).*

Ask me some questions.

### Introductory rubric online

This is my photo/photograph.

*(Open your selected photo and share screens).*

Ask me some questions.

### Sample Photo



### Examiner notes

- ▶ *If candidate needs prompting introduce the situation briefly using present continuous. Use at least one extended turn.*

### Sample prompt

This is my nephew. He is playing with his dad.

**Sample information**

- ▶ His name is Ben.
- ▶ He is 3 years old.
- ▶ He lives in Birmingham.
- ▶ He goes to nursery school.
- ▶ He doesn't go every day. He goes three times a week.
- ▶ He likes nursery.
- ▶ He likes painting.
- ▶ He can paint very well.
- ▶ He doesn't like sport.
- ▶ He has lunch at nursery. His favourite food is pizza.
- ▶ He has got a sister. Her name is Grace.
- ▶ Grace is 10 years old. She is very tall.
- ▶ He doesn't like playing with his sister.

**Closing rubric face-to-face**

Thank you. That's the end of this part. Please wait outside until the discussion in about 6 minutes (Candidate A) / 1 minute (Candidate B).

**Closing rubric online**

Thank you. That's the end of this part. Please wait online until the discussion in about 6 minutes (Candidate A) / 1 minute (Candidate B).



## Component 2

### Task 3 – Group discussion (up to 4 minutes)

#### Introductory rubric face-to-face

Hello again X (Candidate A). This is Y (Candidate B). Please say hello.

*(Allow time for candidates to say hello).*

Please talk to each other about... *(insert the topic).*

#### Introductory rubric online

*(Admit both candidates back in the Zoom exam room).*

Hello again X (Candidate A). This is Y (Candidate B). Please say hello.

*(Allow time for candidates to say hello).*

Please talk to each other about... *(insert the topic).*

#### Examiner notes

- ▶ *It's your responsibility to guide the conversation appropriately so that both candidates have the opportunity to contribute to the discussion and express their views and meet all assessment criteria.*
- ▶ *You may provide additional topics if necessary but avoid sudden changes in subject.*

#### Sample topic

Your English class

#### Sample prompts

Prompts to support candidates with the topic at the start:

- ▶ What do you do in your English class?
- ▶ What do you like about your English class?

Prompts to support candidates to express views:

- ▶ Talk to each other about your teacher/classroom.
- ▶ What do you like about (your teacher/classroom/lessons/learning English (at this college)?
- ▶ What do you think, X?

Prompts to support candidates to ask questions:

- ▶ X, can you ask Y a question?
- ▶ Can you find out what Y thinks?

Prompts to change topic if candidates exhaust the topic well before the time has elapsed:

- ▶ Now, talk to each other about... (select another topic eg transport)

### **Closing rubric**

Thank you. That's the end of the discussion. Goodbye.